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Report of Detroit Convention

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIII, No. 11

March 16, 1931

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ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Summer Study

MORE than ever before, summer study or travel for education is a professional necessity.

There has never been as thorough a cleaning out of teachers for whom any excuse can be found for elimination as there will be in June.

There is even now a serious surplus of highly educated and professionally trained unemployed teachers, and there will be more graduates of Teachers Colleges and Normal Schools in June than ever before, and those who continue in service must avoid facing any suspicion of being out of date.

This situation is heightened because superintendents and school board members up for re-election must not face a charge of hesitating to create vacancies in the interest of old-fashioned teachers. As President Cleveland said, "It is not a theory, but a condition" that teachers in service will face next June and September.

More Than Sixty Years

THE membership of the National Education Association as of 1930 can only be appreciated by those who have trailed it for more than sixty years, and I seem to be the only one in that class.

The membership of the National Education Association on December 31, 1930, was *twenty-five times what it was thirteen years ago.*

That is an enormous increase. It is impossible for me to grasp it.

When I had been a member of the Association thirty-eight years the membership was only *one-forty-third what it was when this year opened.*

I rejoice that I have lived to see the increase of 25 per cent. in membership in thirteen years, and 43 per cent. in twenty-three years.

Community Co-operation in Illinois

FROM Chicago and Cook County and Granville Township High School, all through Illinois, there is a state-wide spirit of community co-operation such as is known on so large a scale, nowhere else in the New World.

I have watched its development worshipfully since George Howland, as superintendent of Chicago, Ella Flagg Young, elementary principal, and Francis W. Parker, County Normal School principal, were breathing a new life into American education forty-four years ago.

The state-wide spirit is of recent creation and has received no adequate recognition.

Dr. Francis G. Blair, long state superintendent, is as definitely the creator of the community co-operation of Illinois as Henry Ford is of mass production of automobiles.

Dr. Blair absorbs the spirit of progress wherever it appears in Illinois. I never sit with him at a banquet or on a train that he does not tell me of something in some school in Illinois that I should know about.

In November, at a banquet, he told me of five really wonderful community creations through public schools, one of which is certainly the most remarkable of which I have ever known.

Dr. Blair never connects himself with any of these great creations. He is one of the most brilliant speakers on education in the country, and he is always available to boost anything that is being created by any school for community promotion.

More important than this, however, is the fact that he never suggests that anything being demonstrated be modified in the least degree to meet some plan he has seen somewhere else, or some scheme he has for such a situation.

The really wonderful achievement of community co-operation in Illinois is due primarily to the immediate appreciation by the State Department of everything being well done by anybody anywhere.

New Wrinkles in Maps

HARVARD Medical School is to have $100,000 a year with which to have a new short course for country doctors. All this is from a gift by E. S. Harkness of Connecticut, who was riding in rural Massachusetts in his automobile, and came upon an old country doctor whose old Ford machine had broken down.

Mr. Harkness took him to his next patient. Interested in the hardships of the country doctor, he asked what country doctors most need. The reply was: "A chance to keep up with the new wrinkles in medicine."

This led to a $100,000 a year medical course open to country doctors in the United States to "keep up with new wrinkles in medicine."

I recently asked a progressive educator what he considered the greatest need of schools today, and he replied in substance: "To keep up with the new wrinkles in school maps."

I asked: "How many new wrinkles in maps are there?" He said: "I recently received the catalogue of a school map dealer, and there are 4,000 maps in the index of that catalogue." I sent for that catalogue and there are more than 4,000 varieties, sizes and prices of maps.

The next Boston Sunday Globe had a half-page article on a proposition to have an aerial state map of Connecticut at a cost of about a hundred dollars a square mile, the Federal Government to pay half the cost.

This is the outcome of the experience of one Connecticut town that has had an aerial map of the town. That map, made from above, had 1,892 pieces of real estate, some with buildings, which were not taxed. The taxes each year will more than pay for the cost of the map.

The Federal Government's interest in a state map from an airplane is the discovery of natural resources that are undeveloped.

School maps are as much more valuable now than they were a few years ago as an aerial map is that discovers 1,892 pieces of untaxed real estate in one township in Connecticut.

A map-making establishment of today is no more like one of a few years ago than a Fordson plant of today is like a Ford plant of ten years ago; a map salesmanship establishment today is as unlike one of a few years ago as a drug store of today is unlike a pharmacy of yesterday.

Every set of maps can be had in various sizes, costs and mountings.

School maps of other days were standardized, and the student had to adapt his use of them as best he could. Today he can find a map made to save his time, his thought and his money.

The country doctor of other days made a disease adapt itself to his limited knowledge and if the disease did not thus adapt itself it was so much the worse for the patient. Today medical wrinkles of specialists make patients come to the city, come to their comfortable offices when they want them to come, and the country doctor's business fades away and whatever the country doctor gets requires longer drives and more unreasonable hours

The Harvard medical course for country doctors will broadcast medical wrinkles to the country homes through country doctors as map makers broadcast wrinkles of an infinite variety of knowledge and social luxury to the children of what were slums and the back country homes.

Belding's Page

"F. O. B. Detroit"

DETROIT wasn't just another city big enough to accommodate the yearly gathering of the Department of Superintendence. There was deep significance in the choice of this wonder city for the great convention, in this year of economic pondering.

"F. O. B. Detroit"—these letters have been stamped upon the price tags of our present age. The industrial and social revolution of the twentieth century has come labeled "F. O. B. Detroit." When our European friends voice a dread of being "Americanized," their fear is of an altered civilization and a changed industrial system which they look for "F. O. B. Detroit."

Detroit looms so large in its influence upon modern life that educators needed to see this city with their own eyes; to form their own impressions of it; and to assess its meaning for the days to come.

Astoundingly rapid growth of population has intensified educational problems for the citizens of the Michigan metropolis. Manfully and intelligently have the citizens, through their chosen authorities, worked out the salvation of their schools.

Other rapidly growing communities have much to learn from the experiences of Detroit. The big gathering of schoolmen furnished a desired opportunity. To visit Detroit under such circumstances as the convention provided, was an inspiring privilege.

The coming months will bear witness to many new things in the school world wearing the label "F. O. B. Detroit." These will include valuable pointers obtained from observation of Frank Cody's schools in operation; pointers on social and economic conditions in a super-industrial city; and all that the convention itself was able to give by way of inspiration, information and suggestion to the thousands of important school people who attended the sessions and exchanged ideas, opinions and experiences with one another.

Detroit Gained Also

NO COMMUNITY can fail to benefit from the presence of a great convention of educators. The community benefits in a commercial sense, of course. That is why chambers of commerce vie with one another in efforts to coax big conventions of all sorts.

But a convention which throws education into the limelight stimulates educational interest—helps to convince the local public that the schools are of utmost importance, and that those who conduct them are receptive to every thought which may possibly lead to higher efficiency in the spending of school budgets.

So Detroit itself must have been well repaid for its hospitality—though from all accounts the Detroiters played host heartily, and with no other desire than to give the visitors the best of everything.

Interruptions

THE problem of interruptions to prescribed programs of the schools is growing more serious as the number and variety of such interferences increase.

At least one important group of investigators—the California Commission on the Study of Educational Problems—has turned its attention to this matter of late. For it is a matter which affects the progress of pupils. Too many interruptions may well be regarded by taxpayers as a cause of financial waste.

The California commission divides interruptions into two general classes—those originating within the school and those introduced from the outside. But the decision as to which are allowable cannot be made on that basis alone. The variations of program which arise within the school itself may easily become too numerous. And a percentage of interruptions coming from without may be justifiable.

The principal must exercise a great deal of discretion if he is to keep his school and community happy and at the same time enable the work of the school to go forward.

The California investigators wisely recommend a thoughtful consideration on the part of school authorities of this matter of interruptions. Specifically, they recommend that school boards fortify principals with definite rules—a good idea if the rules are reasonable and not too rigid.

The barring of interruptions should be permitted on either of two grounds—because the proposed invasion is lacking in educational value, or because it is one too many.

Auson W. Belding

Associate Editor

The Detroit Convention

An At Home View

By ALBERT E. WINSHIP

FOR the second time in two-score years I was not present at a meeting of the Department of Superintendence. While I am in good physical condition, I need to reserve my vital energy. I have been reckless with it.

For the first time I read every abstract sent out officially. I realize that an abstract lacks the personality of the speaker. On the other hand it does try to concentrate the thought of the reader on the one or two intensive purposes of the speaker.

There are advantages and disadvantages in the "absent treatment" of a program.

President Crozier's Program

PRESIDENT Norman R. Crozier, superintendent of Dallas, created a really remarkable program. This is the unanimous report from all classes of superintendents. He has lived and moved and had his being as president of the Department of Superintendence since the Washington meeting, five years ago.

When it was decided to have the meeting of 1927 in Dallas Dr. Crozier began to live for the great success of that meeting, and he made the hospitality memorable.

He brought the spirit of Dallas to Boston, and was Dr. Boynton's pal that whole year. Dr. Boynton quoted Dallas and Crozier all the time.

It was as sure that Crozier would be elected in 1930 as it was that Cody would be elected at Cleveland. This was not "machinery," but merely eternal fitness of things, and every detail of the program for Detroit was foreordained.

While elections have often been a natural sequence, there has never been a program preconceived quite as Crozier's Detroit program was pre-created.

President Broome

THE hearty and unanimous election of Dr. Edwin C. Broome to the presidency of the Department of Superintendence was highly gratifying professionally.

It is not only a recognition of his personal prominence professionally, but it is an appreciation of the professional devotion of the teachers of his state.

Dr. Broome has had an exceptional record as a city superintendent. No one else has ever been elected to the superintendency of a city of nearly two million people whose only administrative work had been in two cities, one with fewer than 40,000, and the other with fewer than 50,000 population, and he has given Philadelphia the most peaceful and prosperous ten years in its education history, and they have been ten years that promised less tranquillity than when any predecessor was elected.

Vice-President George Bush

GEORGE BUSH, superintendent of South Pasadena, California, is one of the administrative leaders of Southern California. He has held high official rank several times, always acquitting himself with distinguished honor. With California solidly behind him there was no question about his election.

The Music

THERE was universal praise of the music at Detroit, both school music and special artistic music.

This is universally true of National Education Association conventions, especially of the meeting of the Department of Superintendence. It is ungracious to be suspected of being critical, but there was one occasion at Detroit when criticism seemed to be universal.

The Admiral Byrd affair was, by all odds, the great attraction of the ten days. It was the only famously interesting public event on the program.

It was the one feature of the program that was universally attractive on the radio. Probably literally millions could hear him, and would be glad to hear him.

It was absolutely limited to thirty minutes. Every daily paper in America, probably, reported to their combined 20,000,000 readers that at a given minute Admiral Byrd could be heard on the radio.

Nearly one-half of that time was given to singing by the school children of Detroit. Less than seven minutes were left to Admiral Byrd, who was stopped, automatically, before he began to make the address he had prepared for the occasion. He had merely said some complimentary things about the Association and the letters of the children when the radio official said that the thirty minutes had expired.

The disgust was universal where groups had

gathered to listen to Admiral Byrd. This has been much the same at least twice before.

There is excellent music at every general session. There is local school music several times each year.

Somebody must have the courage to give a great event like that of Admiral Byrd the right of way on his program.

Economic Leadership in Education

PRESIDENT BROOME sounded a vital economic note in connection with his insistence that we must resist to the limit every attempt to reduce the salaries of teachers. Superintendents should survey their expenditures thoroughly and bring every possible instance where economies may be effected before the boards of education.

The average salary of the teacher is $700 below the average earning of salaried employes in general, and as recently as 1927 more than one-third of the teachers in America were receiving less than $800 a year, which is about equal to the wages of a fair domestic, without the board and room.

Teaching Demonstrations

PROBABLY no schools have been better promoted as to their modern education than those of Detroit and the cities within Detroit, such as Highland Park and Hamtramck. Superintendents, as a whole, were especially desirous of seeing modern education in action, and the demonstration schools made it easy to appreciate the why and the way results are achieved.

1932 a George Washington Year

PRESIDENT BROOME has already called attention to the fact that 1932 should be a George Washington year, and all schools should magnify his influence upon the United States and civilization with a vision as well as appreciation.

The Department of Superintendence should be an expiration as well as an inspiration. It should heroically know what need there is for education today rather than yesterday; how to make a better tomorrow than merely to know what was good yesterday and bad today. Dr. Broome's reference to the coming year for education is a brilliant suggestion of responsibility for leadership of youth through civic, social, and economic inspiration.

Chairman Shephard of Knoxville

SUPERINTENDENT H. P. SHEPARD of Knoxville, Tennessee as chairman of the resolutions committee had a more exciting chairmanship than has any recent chairman, but he handled himself and official responsibility with consummate skill, winning high honors.

William McAndrew

THE presence of William McAndrew was one of the events of the week. He came back from France with his personality intensified, and his message magnified. His editorial pen has revealed his spirit monthly in his "Educational Review," and in his more elaborate articles in the Chicago Tribune.

The personality of William McAndrew is indescribable, but irresistible.

The tragedy of his life abroad was the absence of his correspondence. There has never been anything comparable to the artistic flavor of the letters of William McAndrew.

Mass the genius of all the cartoonists as a chain production, and the letters of any one of his friends would take the prize in any contest.

Weet and Longanecker

THE election of Herbert S. Weet of Rochester, N.Y., for the four-year term on the executive committee was inevitable, for his opponent, F. M. Longanecker of Racine, Wisconsin, was before the Department for the first time, while Mr. Weet is one of the best known men in the Department, and without a rival in professional leadership in his great state.

Frank Cody

THE personality of Frank Cody is as unique in education as is Will Rogers in his field.

Frank Cody has the distinction of having held more administrative positions in one city than any other superintendent who has never held any administrative position beyond the bounds of the only city of which he is superintendent.

Cody is the only superintendent of a large city who has at the same time been president of the State Board of Education in one of the largest states in the Union, and president of the Department of Superintendence at the same time.

In thirty-nine years Frank Cody has also created as famous a modern school system as has ever been created in the New World. All of these achievements conspired to make the meeting of 1931 as famous as any school meeting in the New World.

The Cranbrook School

ONE of the most interesting and important opportunities enjoyed by the superintendents and their associates was the Cranbrook School, created by Mr. Booth of the Detroit News at a cost of $12,000,000. Already a beautiful school plant is being built and equipped for girls.

We hope no one missed enjoying the most luxurious, artistic, academic opportunity for adolescent youth, indoors and out, that has been createrd thus far.

The Byrd Library

MORE than 40,000 school children under the inspiration of the National Education Association wrote letters to Admiral Richard E. Byrd, the only conqueror of the North and South poles, in appreciation of his matchless service to the world. Four thousand five hundred of these letters, each worthy the result of modern education, have been handsomely bound in ten volumes, and this unique library was presented to Admiral Byrd at the meeting of the Department on the evening of February 23.

This was something that never could have happened before, and never will be possible again.

Dr. Gilbert Grosvenor, president of the Geographical Society, told the story of Richard E. Byrd's life as no one else could have told it.

Admiral Byrd said his expedition has charted the filmed material of half-a-million miles of territory, nearly half of which had never been seen by a human eye.

The tragedy of the week to me was the fact that so much of the thirty minutes of radio service was used by the singing of school children that none of the wonderful address prepared by Admiral Byrd could be broadcast to the invisible audience. We hope those famous statements of Admiral Byrd will he read by the 40,000 school children who wrote letters to him.

Amusement at Detroit

IT WAS one thing to get an impression of the Detroit meeting from reading the addresses, abstracts and newspaper comments, and receive regulation reports of individuals for which arrangements had been made.

It is quite another thing when those in attendance return and one has free and easy conversation with those who had been behind the scenes with an opportunity to see the funny side of things.

The Detroit meetings seems to have had an unusual, amusing side show.

During the past year there has been considerable talk and some writing, in at least two publications, criticizing frankly the prominent part that women are taking in the elections of the National Education Association. In one case there was a contrast between the dignity of the presidency, when men like President Butler, President Eliot, President Jordan, and other university presidents were presidents of the National Education Association, and the recent presidents. There was an insistence that there should be a return to the system that had given the Association such eminent leaders. It was frankly said that the habit of having a woman president every other year made this reform impossible.

This was harmless because no one was disturbed thereby.

Before the Detroit meeting there were letters floating about, written by men of high professional distinction saying that at Detroit there would be a movement to elect a man at Los Angeles, who would give great distinction to the Association. There were several angles to this, a different reason being given in the appeals to different classes of people.

This group of enthusiasts apppeared to be non-superintendents, and they selected as their eminent candidate a non-superintendent.

The most important group based their appeal on the opposition to women. But they had been in Detroit a short time before they decided that that was a weak spot in their scheme, and they got badly mixed, because they had said too much, and especially had put too much in print about the woman side of the question.

This necessitated a change of front, and they argued slyly that instead of electing their man at Los Angeles in a woman's year, to assume that he was representative of women, as well as men, and his election at Los Angeles was not to disturb the tradition that every other year was to be a woman's year, and that that tradition should be returned to after the Los Angeles meeting. This, also, had its difficulties, and a new plan was evolved.

The final argument was that it might be possible, and they thought probable, that the president elected at Los Angeles might become a candidate for the presidency of the United States, and that the schools could use the argument that if the president of the National Education Association could be elected to the Presidency of the United States it would take the Presidency of the United States out of politics, and make it a purely education affair.

Of course, nothing came of all this, and it seems ridiculous as one hears the reports of these plans.

Nevertheless, we hear several people, for whom we have the highest personal and professional regard, who appeared to think for a time that the presidency of the National Education Association would be settled at a meeting of the Department of Superintendence by men who are not superintendents.

Decidedly Dry

THERE was no chance for any doubt as to where the Department in 1931 stood on the wet proposition. It is likely to be some time before any one assumes hectic tactics in championing wetness.

There has never before been a champion of any resolution whose state delegates had previously voted to censure him for his attitude on the question at issue.

It is not easy to conceive of a more sericus situation than the wets and their only champion were in at Detroit.

Six Eventful Days at Detroit

By MARY ELIZABETH O'CONNOR

SATURDAY, February 21, we arrive. The crowd is pouring in, but the registration booth is less crushed than in former years. The superintendents are learning to use the mails. The handshakes have a vigor they will lack later in the week as the nights shorten. Everybody knows everybody, and everybody is so friendly you just forget to wonder whether they have something to sell or are really glad to see you. There's a happy rush and a bustle that suggests we have all just been "let out of school." It's old home week, and the spirit of purposeful friendly adventure is in the air.

"FREEDOM OF THE TEACHER"

William C. Bagley was supposed to lead a discussion, but what he really did was to make a prize speech on "Freedom of Teachers." He read extracts from the report of American Civic Liberty Union which to their way of thinking justified the title, "Gag on Teaching." His discourse brought out a surprising interest in the suppression of free speech in the teaching world in the last ten years. Propaganda and suppression of controvertist speeches seems to have made great inroads since the war. The question of whether the teachers feel any limit on their freedom is pertinent. "How far shall such subjects as the 'Five Year Plan in Russia,' for instance, be discussed in our secondary schools?" and "Do Achievement Tests Curb the Teachers' Freedom?" were some of the questions. One of the conclusions which he reached and which gained much praise from his audience was that teachers should have earned through knowledge the freedom of speech. In his opinion there is a distinct relationship between one's right to an expression of opinion on a subject and his investment in knowledge on it.

Sunday, February 22

The afternoon meeting opened with music by the Detroit High School string orchestra and symphony choir at the Masonic Temple auditorium.

Dr. Lynn Harold Hough of Madison, New Jersey, gave a stirring address on that part of the boy and girl which is invisible to the naked eye, and its relationship to the teacher and child, both learning to live as seeing the invisible. It is finding the key to this part of the child's life, which is inarticulate, that is one of the great problems in the educational world. Knowing the things that are going on inside of him, for which he can find no words, and through such knowledge bringing him to a belief in a truthful, friendly, loyal world, is the problem. "Spiritual life is the constant fellowship of good thoughts, made personal as they shine upon us from the face of God." This is an understanding and an attitude possible even to children according to Dr. Hough.

Monday, February 23

President Norman R. Crozier of Dallas, Texas, opened the meeting Monday morning in true Southern fashion; fine, gracious words of welcome, and lovely music. The mayor, Frank Murphy, and the chairman of the Board of Education, Dr. Shurly, made teachers very welcome to Detroit; in fact, we realized how welcome we were more and more as the week went on.

Dr. Andrews, from his wide experience, spoke on the training for parenthood, and the relation of the public school superintendent to that first five years of a child's life which may put kinks into his personality impossible for the great horde of unmarried girl teachers later to straighten out. He sees in all the reports these days a wave of desire for better homes and a better rearing of children. Nine states regard preparation for marriage as a part of public education, and happily the Mothers' Club has taken the place of the old back fence, where one mother swapped traditional remedies with another.

In Rabbi David Lefkowitz' talk on family influence as a background, he stressed particularly that proportion of the child's life which is spent in the family, not only before he goes to school, but in the sixteen hours a day in which the school does not teach him. To him the change in the American family is nothing short of a social upheaval, which is the outcome of the industrial turnover demonstrated through the change from the small and humble separate house to the flat, tenement, and hotel; the entrance of women into the industrial and commercial world, and the cheaper forms of amusement which are being substituted for the former family group life around the family hearth. A reconstruction of marriage must be sought, and a return to social home and community responsibility acquired. Without these the finest schools will fail.

Dr. E. W. Butterfield, state commissioner in Connecticut, gave the final speech of the morning, in which he explained the difference between "the school-dull and the home-bright child." With his dozen illustrations put into witty and definite fashion, he swept his audience along, first into depths of humor and then into paths of understanding between old philosophy and new science. Conventional terms and limited vision both came

in for much scoring. I. Q. went down before personality traits, which seemed to win out in later life in all his cases.

The one thing Monday night to do was to hear Rear Admiral Byrd. No matter if you had seen him before and if you had heard him before several times you surged to the Temple and you crowded in with the first ten thousand, or you were turned away with the second ten thousand. And what did Byrd say? Oh, yes, he thanked the children of America for the personal honor or rather for the tribute to his contribution, but in reality he paid tribute to other great explorers, great adventurers. He stimulated in his audience the spirit of adventure, the understanding of the contribution these men had made to knowledge and progress, and the appreciation of the same. He is the great leader passing the credit on to his followers.

Tuesday, February 24

Tuesday morning the first address was given by Frederick Eby of Austin, Texas, in which he tried to show what symbolism meant in the pupil's life. How in the early days it was a barrier between his life and the understanding of the new world; how great is the symbolism in language, the mastery of which is necessary before the child can understand or express, and how all symbols must be interpretative through the experience of the child before they can fulfill their purpose. The universal fault of teaching the child to acquire the symbols without thinking for himself the meaning which they represented, was pointed out as one of the greatest drawbacks still prevalent in education. We err in expecting him to invent symbols to express his idea, a thing he can no more do than he can make automobiles or anything else he uses.

Dr. Charles M. Fisher, superintendent at Miami, gave Florida's problem in working for the children in America, which is quite unlike any other in this country; for it is a transient and tourist problem as well as a local one, and must take on a curriculum that will not only prepare children to live in Florida while they stay there, but to go back into the various school systems from which they came. A school system under such conditions must take a high degree of patience, an unlimited amount of common sense, and a wide vision of needs. In other words Florida is not only running a school system for Florida, but in a sense she is running a school system for the whole country, and must look upon her problem as such. It is no small job.

John Lund, from Connecticut, outlined the program of character education. It was perhaps one of the most scientific and simple addresses in the convention, for he punctuated it with many illustrations from his own situation as well as from other studies throughout the country. One of the most important thoughts brought out was the futility of handling the job as if it were a job for the school alone without regard to the community. While the school looms large as a strategic centre, and should assume the leadership, co-operation and support of all agencies that enter into the life of the adult as well as the child population must be secured. In other words, if character is to be developed as it should be, there must be a raising of the whole environment of the child, and not part of it.

Wednesday, February 25

Dr. Charles H. Judd, as usual, gave one of the most inspiring addresses upon the program. He took for his subject, "How Can American Educational Forces Co-operate More Successfully," and there was no doubt in anyone's mind when he finished that the needed co-operation is not cheap. Neither can it be had for the asking, but as the development of co-operation is one of our greatest needs, it must be acquired, and of a kind that is clear, definite and pertinent. Its price is intensive, intelligent endeavor.

Dr. Jesse H. Newlon, speaking on the "Key Problems in Achieving an Integrated Program of Education," stressed the bringing up to date of the American school system, and uniting it together more firmly in the light of present conditions in American life. While heavy responsibility rests with the teacher, the school executive as an educational philosopher has a great problem in bringing all the teachers together in study on common interests. The hold of the college examinations on secondary schools must be loosened. One of the first needs to be met is to free the high school of this burden of extraneous domination, if a reconstruction of the American schools according to the present-day American life is to be accomplished.

Thursday, February 26

The Commissioner, William John Cooper, in his subject, "The Knowledge of the Whole Being," placed the first responsibility for the welfare of the pupil upon the personal relations within the family. This responsibility going out from the family into the community puts us under the obligation of pressing the rights of the children amidst any depression we may find in the industrial and business world. In his summary of the two great educational meetings, the White House Conference and the International Meeting on Mental Hygiene, he brought out the need of individual attention for the handicap in various classes and the loss of leadership because of talent going untrained, drifting or suppressed. Both conferences made definite contributions in awaking a realization of the need of teaching or caring for the "whole being."

As a practical schoolman, what is my responsibility? "Am I my brother's keeper?" The partial answer is to be found in the analysis of the findings of the White House Conference. "The Children's Charter," already known to most of us, is a "Magna Charta" on which we are to build our schools today and is, moreover, a statement of objectives and a guide to a curriculum for adult education.

Robert C. Zuppke is a head football coach at the University of Illinois, and throwing his paper one-side he talked right into the hearts as well as heads of his audience. He told of his boys, the place of college athletics in building up clean, wholesome living in this country. Full of laughs and breeze his dynamic talk never lost sight of its purpose in carrying across to those listening superintendents the definite need of courage, right thinking, and wholesome acting. Purposeful goals and definite drives came across in the language of the football field, sweeping the audience along in a joyous uplift. The leaders who caught Mr. Zuppke's atmosphere and vision must bring back renewed life and vigor to their health program.

Richmond Pearson Hobson's plea for educators' assistance in stemming the tide of narcotics, their sale and use, would have aroused the most selfish. Conditions as he gave them should reach the public, and "knowledge of this living death" will of necessity precede any reform. The drug traffic and the number of its victims is a closed book to most people. Only those connected with our prisons or directly working in the cause realize how many thousands of our youth are sucked into the death current every year. With a profit of over ninety-seven per cent. to the exploiter and the inevitable growing, dominating craving of the user not only for more drug, but for the increase of the number of addicts like himself, the only hope of remedy lies in control at the source of manufacture, control coming as a demand from the awakened people of the world. Such regulation can come only as a result of knowledge, and knowledge means public education. The superintendent as the leader of public education listened to a masterly presentation of this dreadful human menace driven home with a powerful plea for his assistance.

"School Health as a Prime Objective of Education." How often we hear that. Sometimes I think we have heard it so much that it goes in one ear and out the other. But have you ever heard Mr. Sutton tell it? He sees you, he sees his boys, each and everyone as the inheritor of the ages, responsible for ages to come. "I am life on the road of the race." This attitude toward life, toward health, wipes sickness from the path before it gets a foot on. In his health program he would require yearly physical examination of teachers, pupils and janitors by the school physician

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and dentist. His program is one of inspection, correction, and prevention. And the best of Mr. Sutton is he lives what he preaches. His speech is full of illustrations of his own problems, from his own trials and successes, putting this health program over. It is a living, actual thing, and if he can do it, so can you.

Two International Meetings

THE Committee on International Relationships was called for Wednesday, at 4 o'clock, so at 3.30 I dutifully started, but two blocks away I met a milling, tempestuous crowd piling up on the lawn before the city hall, thousands of them, carrying signs held high for all to see, signs about "work," "prisoners," and "bread." It was a great unemployment demonstration. They had rights and wrongs, seething with distress, and they were there to tell them to the mayor, the city officials, and the world. "Who are these people, and what are they really like?" was the question which led me to move around through that incited mob. As I worked my way in and out among them, I met Russians, Slavs, Italians, Frenchmen, Americans, with the marks of all kinds of ancestry upon them. I bought their papers, heard their cries on all sides. Who are these people? As I looked and listened the answer came back. Why, there are my people, just like all the people with whom I work. My people in trouble, and as an educator what can I do about it? Is it none of my business? Do I just pass by? And so, full of heartache and questioning I went on to that other international meeting.

What did I find there? In the quiet elegance of a great hotel were fifty educators from all over this country, earnest, intelligent men and women banded together to bring peace through education to the world or to make America's contribution to that problem. Did they hear that seething mob two corners below? And as I listened to their plans for a summer meeting which would bring educators from every land all over the world, my mind flashed back to that excited meeting of people from all lands already here. I tried to figure out the relation between those two international meetings, the one now in progress on the corner and the one proposed for next summer. Is there any relation? If we could bring about harmony and understanding between these nations before their people come to this country, this common camping ground, how much of this distress and disturbance would we wipe out? How much would we influence the attitude and actions of the people here for generations? Is this international disturbance on our own soil a part or an outcome of international misunderstanding and disturbance throughout the world? Is it the business of the economist or the educator or both? And, if so, where do you and I come in? Of one thing I am sure: It is our business; we can't dodge the question. We must have the courage to face the facts and help to think the thing through.

Personalities—A Few

NORMAN R. CROZIER

MODERN administration is an elegant cloak of Southern graciousness—he was a demonstration of efficiency and dispatch. Everyone was bowed in and bowed out. Each had his say, but there was no delay. Nothing could disturb a perfect party. Such was the atmosphere in which he held a great program in the hollow of his hand.

WILLIS R. SUTTON

If only all the school boards in this country could read the "cost of ignorance" as put forth by Superintendent Sutton at the Unitarian Church on Sunday morning! Not love, not prayer, not money, or other things, but the *power to grow* is the greatest thing in this world. Think it through, if that is true, then the "cost of ignorance" can be nothing but death. Here is a man who radiates health and life; who carries it along by the dynamic force of his own faith and personality, not only in his own state, but up and down the whole country. This message on the "cost of ignorance" is most potent in its significance at this time.

SUPERINTENDENT BROOME

The last day a new sun arose, a sun we have seen at a distance for many years. His words and looks are a clear-cut promise. He is like clean, blue, steel machinery, producing without a flicker, but slowing down with a human touch for personal consideration and leisure—only he is the machine and human touch combined. Mr. Broome's meeting next year is going to be very different.

FLORENCE HALE

Upward and onward! Common folks are great folks to Florence Hale. She knows that underneath the cover we laugh, and love, and live; that we are much alike. Her great ability to sweep us all along with her is the test of her leadership. She is a great teacher nationally coming into her own.

ISABEL ECKLES

The new president of the Nation Council of Administrative Women in Education, beloved by her peers, superintendent of schools in Santa Fe, New Mexico—yes, and one of our biggest women in education; in vision, in force, and in lovely graciousness. Hers was a most fitting election.

COMMISSIONER BUTTERFIELD

"I didn't know he had it in him," was heard on every side. An Irvin Cobb come to judgment! What he left of us who cling to mental measure-

Specialization

SECURE earning power can never belong to the unskilled. It is solely the property of those who can do needful things superlatively well. It is an attribute of the fit who do not merely survive, but compose that natural aristocracy of men who are always moving forward and are attuned to the fundamental impulses of creation and growth.

The men who are contributing most to progress in all the fields of science and art are those who have had the vision to specialize.

We are living in an age of specialization and the tendency in the professions and other skilled vocations is strongly in this direction. This is particularly apparent in business. The stupendous growth of our industrial and financial enterprises has made it necessary to departmentalize business organizations, each department being in charge of a specialist. This has created a demand for skilled department heads and assistants, and has opened attractive fields for those who are qualified to render this type of specialized administrative service.

The accounting department offers excellent opportunities for the young man who aspires to an executive position. It is in this department that the results of the activities of a business are recorded, interpreted, and made the determining factors in shaping the administrative policies. This is indeed the department of vital statistics, the department in which an analytical study of the entire business can best be made, and the department in which a young man can make his start in a type of specialization that will be as deep as he wishes to make it and as broad as the business itself

From the accounting department have come most of the treasurers and many of the presidents of our large business corporations. Through their work as accountants these men developed certain qualities necessary for executive work in business; they learned to seek facts, to weigh evidence, to analyze figures, and to base accurate judgments on results secured and verified.

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ments you could sweep up in a shoe-horn. "School Dull and Home Bright" is the popular slogan for the coming year.

ELLA FLAGG YOUNG MEDAL

Mary McSkimmon presided over the luncheon of the Administrative Women, and presented the Ella Flagg Young Medal for distinguished service in Education to Olive Jones. In Miss Jones's absence the medal was received for her by Miss Baum of New York. This is the third time the medal has been awarded—Susan Dorsey and Cora Wilson Stewart being the other recipients.

EDDIE GUEST

He came in with his straight-to-the-heart prose and poetry. He told of his own boy, and his boy is just one of everybody's boys, and he left you with an understanding crystallized a little clearer, and a heart a little warmer. He gently sweeps your ego from the path of your vision, and you make a new resolve.

ROBERT C. ZUPPKE

How fast he goes! He is full of laughter, and pathos and purpose. He is catching up with his boys. Straight ahead on the line of truth he drives, carrying all who hear him. You realize he's right, and when he stopped, you caught your breath, looked around, and asked: "Where am I?"

ISABEL DALTON

Assistant superintendent in Chicago is always present with quietly moving and clarifying thought.

HAROLD RUGG

Pleasant, pleasing and sure—we all know him in the "Western Movement" of social science, and we all learn a little more from him in that outward and onward movement of educational science which he brought to Detroit.

MRS. LINDBERGH

"Lindy's Ma," as a small boy of the street called her, was at the luncheon of the Administrative Women in Education, and a luncheon of a small group given in her honor on Wednesday. A new boy seems to make her clear friendliness shine even brighter.

RANDALL J. CONDON

What can a meeting of superintendents be without him? His friendship and guidance were felt on every side.

DR. BAGLEY

The philosopher-scientist stating as usual the truth with no fear, yet always recognizing the human side and the side of things that we cannot yet understand, never attempting to create something from nothing.

AUGUSTUS O. THOMAS

Benign and far-seeing, with his leadership of international understanding and unity, was there heading up the meetings of international relationship which were larger in attendance, more definite and clearer in purpose than ever before. Denver promises to be a big meeting.

Comments on the Convention

WILLIS B. SUTTON, Atlanta, Ga., president, National Education Association:—

"This was the best program in the twenty-three years I have been attending these meetings."

WALTER F. DOWNEY, English High School, Boston, summed up the Detroit program as a whole in this discriminating interpretation:—

"The meeting as a whole, I believe, had its usual significance, also leaving with the individual an impression of bewilderment because of the many different directions of educational thought at the present time. It seems to me it is typical of America where individual opinion is sustained and permitted, and yet as a whole we progress."

B. E. PACKARD, Commissioner of Education, Maine:—

The Detroit meeting, in my opinion, was one of the largest and most enthusiastic gatherings of the Department of Superintendence. The programs were of outstanding interest, and problems of vital importance to American education were thoroughly discussed. I was especially impressed by the spirit of confidence and optimism that prevailed among this great body of educators, and the determination that public education should not in any way suffer because of temporary business and financial depression. It was a great meeting.

E. RUTH PYRTLE, Lincoln, Nebraska:—

A splendid convention at Detroit and an excellent program. No convention has ever had a more interesting program than was Admiral Byrd's thrilling account of his Arctic and Antarctic air expeditions.

I was especially interested in the fine progressive work reported by the National Committee of Enrichment of Adult Life, also the National Education Association International Relations Committee. The National Education Association Retirement Committee reported splendid progress in needed Teachers Retirement Legislation in many states. The writer invited prayers for the success of Nebraska House Roll 248—the teachers'

retirement bill now before the Nebraska Legislature.

JENNIE E. SCOLLEY, assistant superintendent of Schools, Holyoke, Massachusetts:—

"The conscious emphasis expressed in the Detroit program on the well being of the whole child has re-inspired us to a new realization of our opportunities and obligations as teachers of the children of America."

S. T. NEVELN, superintendent, Austin, Minnesota:—

The Detroit Convention was notable in many spots and no one could take in all the notable addresses and papers. If any delegate "did not get his money's worth" it was his own fault.

Dr. Charles H. Judd spoke several times, under inspiration, especially when he said: "Co-operation is not cheap. It must be purchased. It cannot be had for the asking. It calls for the expenditure of energy and intelligence."

Otto W. Haisley of Ann Arbor hit the nail squarely on the head when he said: "We need (in teachers) the maturity of judgment of age, and the drive of youth."

Frank Cody and the Detroit schools showed us in "Here and Now in Education" what a marvelous school system Detroit has, and gave us something to aim at for our communities.

Great men and living issues make a great convention. There was the scintillating William McAndrew, also Edwin C. Broome, John H. Beveridge, Charles B. Glenn, Paul C. Stetson—to name only a few. They showed us that education is the nation's biggest business. There are great problems to be solved. What shall be the extent of education's service? How shall funds be secured?

Who can hear Rear-Admiral Richard E. Byrd, see his pictures, and not be thrilled?

Bob Zuppke, football coach, said things we needed to hear. It was good medicine for oversmugness.

No one can hear Edgar Guest and not be better for it.

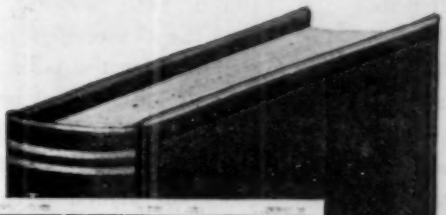
Another great convention has passed into history.

FRANKLIN DUNHAM, president, Music Education Exhibitors Association:—

The National High School Chorus, and the wonderful Detroit music events enlivened this meeting to the utmost.

R. N. CHENAULT, director, Richard Hardy Memorial School, Richard City, Tenn.:—

The convention was an outstanding success—program, speakers, entertainment, and social



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features. Dr. Hough, Tom Skeyhill, and Admiral Byrd would make any meeting notable. The addresses were strikingly to the point, and covered thoroughly the field of educational problems.

Detroit's educational exhibit, cordial reception, and hearty and sympathetic welcome from teachers and principals of schools visited were splendid.

We Southerners are proud of Superintendent Crozier and his great meeting, and of the fact that the educational leadership of America is overwhelmingly dry and for law enforcement.

T. J. JONES, superintendent, West Allis, Wisconsin:—

Detroit is a great American city. On every hand were evidences of its alert, vigorous, and growing state. Its schools compare favorably with the best in the world. It is an ideal city to hold the most important as well as the largest educational gathering—the annual meeting of the Department of Superintendence.

The Detroit meeting was especially noteworthy for the excellence of the program. Topics of vital importance to the welfare of the educational institutions of the nation were discussed by many of the ablest and most successful men and women engaged in the profession.

The exhibits, which constitute a valuable feature of the meetings of the Department of Superintendence, were superior in many respects, especially in numbers and attractiveness of display to those of previous meetings. However, the exhibit hall was inferior for the convenience of exhibitors as well as spectators to the great open spaces used in Cleveland and in Atlantic City.

Mental Measurement Mania Subsiding

By W. A. BALDWIN

Providence

ONLY a few years ago the subject of mental measurements was much in evidence on every program of the National Education Association. The more ardent of its advocates made what seemed to many of us very extravagant claims for the infallibility of the various mental tests. Now all this is changed, and in nearly every program one or more speakers has a fling at the disappointing results of ordinary testing. In fact, the tide seems now to be running against this form of testing, so that some of us fear that we shall find school teachers going too far in the opposite direction.

Mental measurements properly administered have undoubtedly been of great value to education, and it seems unfortunate that we cannot hold on to that which is valuable without going into extravagant claims which cannot be realized.

Dr. Thorndike, the chief authority on the subject, has always been modest in his claims as to their validity in many lines.

A few years ago while attending a meeting of the Division of Superintendence of the National Education Association similar to the one which has just been held in Detroit, I asked the following question of many of my acquaintances who were artists or artistically inclined: "How does the mind of an artist compare in intelligence with that of a jurist or a mathematician?" Of course every one of them was certain that in the matter of intelligence the artist could hold his own with anyone.

On my way home I dropped into the laboratory of Dr. Thorndike and propounded to him the same question. He gave a hearty laugh, and said: "A little more intelligence wouldn't hurt any one." I said: "Is it possible that the artist has a kind of intelligence which is as valuable to him as is that of the jurist to him?" "That may well be true," said he, "but it is hard to say as we have not yet learned how to measure such differences. In fact there are many fields of the mind which need exploration. We have not yet gone very far." He would doubtless say something similar today.

There have been many mistakes made in connection with mental measurements, but on the whole they have accomplished much good. Not every person is competent to administer such tests, and, in fact, they should usually be administered by experts, but when properly used they have proved of great value in supplementing other forms of testing the work of the schools.

"After all, an education is only knowing how and what to read. Behind the principal, behind the teacher, behind the student body, and the spirit of the school, stands the librarian with the book."

Dallas Lore Sharp.

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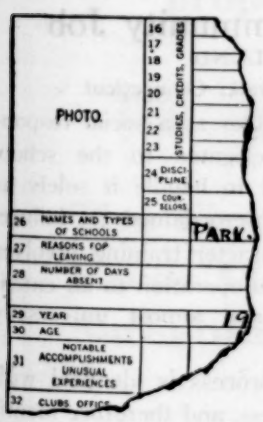

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Teacher Training

By FRANK P. GRAVES

State Commissioner, Albany, N. Y.

PRACTICE Teaching in Rural Schools for Training Class Students.—Each training class now has arrangements whereby the students may have actual teaching experience, under supervision, in nearby rural schools. Satisfactory arrangements have been made with the assistance of the district superintendents of schools, under whose general supervision the training class operates.

Even though the curriculum in training classes has been broadened and enriched and teacher practice opportunities improved, it is a recognized fact that the training class, with its one year of training, is still inadequate to meet the needs of rural schools. Therefore, the action of the Board of Regents in September, 1929, as follows, is to be commended: Resolved, that after September 1, 1934, the requirements for the issuance of any form of provision certificate valid in the elementary schools of the state shall include at least two years of approved training beyond high school graduation.

Rural Training Departments in Normal Schools.—In September, 1929, rural training departments were opened in three state normal schools, namely Geneseo, New Paltz, and Potsdam. These departments are administered and supervised and the courses are taught by men and women who, from training and experience, know the needs of rural schools. The environment of rural life is quite different from that of city life, and because of this different environment, rural and urban children must travel different roads to reach the same goal. The rural teacher needs training to help her along the road she must travel. Such is the purpose of the rural training department in the normal schools in New York State.

Training of Teachers in Service.—During the past few years there has been a gradual increase in the number of extension courses organized for the training of teachers while in service. These courses in rural areas have generally been organized on the initiative of the district superintendent of schools. The teachers and directors of such courses are those who are holding regular teaching positions in our colleges and in the state teacher-training institutions.

School and Community

By E. W. BUTTERFIELD

State Commissioner, Hartford, Conn.

OUR business is to receive the child from the home, and, after a few years, to deliver him fully to the community. We are not concerned with what the home has been nor with what the community should be, our job in the schools is to take the child as he is and to train him for the community as it is.

Children have at least four dimensions—linguistic longitude, manual latitude, physical altitude, and that glorious fourth dimension known as stick-to-itiveness, and schools of the formal type, which use one measure only, linguistic longitude, fail to note full ability or to predict ultimate success.

Dull is a conventional school term, a technical term exactly like grade, recess, semester, deportment, a term only used in schools. All the dull persons in the world are in school. No child is dull until he enters the kindergarten. No adult is dull after he graduates from the university.

A child whose fingers become an intimate part of her violin, to whom music is an open book, may be school dull, but she is music bright. A child who feels the beautiful, and who can create it with crayon, with pen, with needle and fabric, may be school dull, but she is art bright. A child who radiates happiness is bright in a field which life calls as large as that which the school measures.

Both high schools and colleges believe that school bright means college bright. Therefore, they sift their pupils and encourage from school, or into vocational courses, all who have not school brightness as attested by a high I. Q. Colleges set up elaborate selective systems based on the assumption that he who is school dull will be college dull.

All who reach the high school door are bright boys and girls, bright in social values or bright in the two great commandments, or bright in manual skills, or bright in the knowledge of art and the production of beauty, or bright in the ability to bear silently and without complaint the great burdens of life, or they may be school bright alone.

Character a Community Job

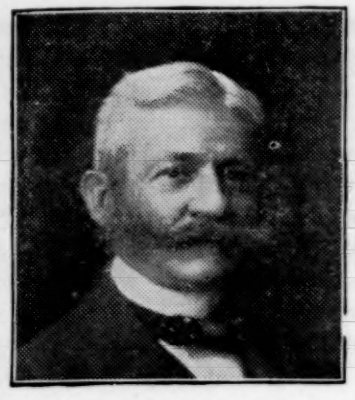
By JOHN LUND

Superintendent, Norwalk, Connecticut

EDUCATION for character as a social responsibility cannot be delegated to the school and left there. Any effort to handle it solely as a job for the school is fore-ordained to failure. Adequate provision for character training involves social planning and social co-operation to an extent only vaguely appreciated and almost universally neglected.

The character forming process is identical with the whole educational process, and therefore identical with life itself.

We must see the child whole and appreciate that every contact, every experience and environmental factor has its important bearing. The problem immediately becomes not a school problem alone but ramifies throughout the community. Our



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approach must be in relation to every phase of community life in its widest sense.

The initiative in the process of co-ordinating and bringing into effective operation all of the agencies and factors bearing on the process might well come from the school. The school looms large as the strategic centre from which the process may develop. The school should assume leadership in enlisting the co-operation and support of all contributing agencies.

The city of Norwalk, Connecticut, is delighted to have had some part in working out projects connected with the intensive phase of the Connecticut character education program.

Growing Adventure

By PAULINE BROOKS WILLIAMSON
Metropolitan Life Insurance Company

EDUCATING teachers to work together with parents and specialists for the health of school children is one of the growing adventures of education today. The health of millions of school children in the United States is being affected by this education of teachers in health. In addition to learning principles of their mental growth, teachers study the emotional and physical development of their pupils. The physical, mental, moral, and social health of the individual child is influenced by the attitude of the teacher toward him, her knowledge of his needs, and what she does to meet his needs.

Religious Education

By F. M. SHELTON
Superintendent, Springfield. Ohio

IN THE last eighteen years over twenty-five hundred schools of week-day religious instruction have been organized in the United States.

In general the testimony of public school principals and teachers is to the effect that the pupils who attend the week-day religious instruction stand as high in their school work as those who are not enrolled. They cite many specific cases both of individuals and classes in which the religious instruction received has manifested itself in higher moral standards of thinking and acting.

Character Education

By CHARLES B. GLENN
Superintendent, Birmingham, Alabama

EDUCATORS are now convinced that the best way to secure a lasting democracy is to assist the youth of today in developing those basic qualities and attributes that go to make up character. Instead of a philosophic or psychological discussion of character development we will review an experiment in character training being conducted in a somewhat typical American city of 260,000 people.

In the opinion of the Board of Education of Birmingham, the youth of today have not suffered greatly from a lack of counsel and advice. These have been freely given—sometimes too freely—in the home, the Sunday school and the day school.

To the Board of Education their opportunity seemed to lie, not in further effort to teach morals, but in consciously creating and setting up situations that invited application of what the pupils had already been taught.

The plan of the board called for the adoption of a slogan each year around which the curriculum and the work of the year should centre. Every effort was made to enlist the interest and co-operation of the whole city. The local papers generously placed their columns at the disposal of the board. Clubs and civic organizations requested speakers on the subject. Ministers referred to it from their pulpits. The interest became city-wide. Everybody played the game with the school children.

The first slogan selected was "The Development of Character Through Health." This was followed in turn by sportsmanship. then by work, beauty, thrift, courtesy, nature study, and the worthy use of leisure. Each of these experiments was conducted for a year, and each year's slogan built and carried on the good results of the preceding year.

Efforts have been made to measure the results of these slogans. Some of these results are necessarily intangible, difficult or impossible to measure. It is not too much to hope that in this city there is now a healthier community, a better spirit of sportsmanship, that manual labor has been dignified, that there is a higher appreciation of the beautiful. It is certain that savings bank accounts have greatly increased. Apparently more thought has been given to courtesy, and interest in nature study has resulted in a deeper appreciation and a desire to aid in the conservation of nature's resources. Finally in the all important matter of the worthy use of leisure time, a thirst has been created for the worthwhile things of life and more opportunities have been provided for satisfying that thirst. The Board of Education does not expect any sudden conversion or over-night reformation, but is convinced of the wisdom and value of this rather slow, painstaking, well thought-out method of character development.

The Youth Problem

By R. L. BEDWELL
Superintendent, Yazoo City, Mississippi

WHEN we compare the facilities and inducements for wrong-doing which the youth of today has with those of thirty years ago, we need to find sufficient excuse why modern youth

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is not one hundred per cent. worse than the youth of earlier days. The greatest difference I can detect in the youth of the '80's and '90's and that of today is that the former grew up under a regime of repression and fear of authority, while the latter is unafraid.

Fear is almost gone, and respect based upon freedom and understanding has not fully arrived. The best citizenship cannot be built upon a foundation of fear and intimidation, and our schools have not developed a completely efficient program of character training that will guarantee correct ethical conduct and character based upon freedom and the Golden Rule.

Modern life is so complex that the home, at its best, is scarcely able to train children adequately to fit into the social scheme of today. The schools must take a large part of the responsibility of preparing future citizens for adjustment to life. Inability to adjust to the intricacies of society is a potent factor in many a criminal career. Maladjustments in school are but fore-runners to adult delinquency. The early detection and treatment of problem children will have a definite effect in saving them to good citizenship and in decreasing crime.

High School Responsibility

By THOMAS H. BRIGGS
Columbia University

THE early secondary schools in America had high aims of religion and citizenship, but their curricula have contributed little to their objectives. Instead, they began the selective process, which still continues. The highly selected graduates succeeded in life for the same reason that they succeeded in school: they had native ability and acquired industry. Thus began the fetish of higher education. It grew with the development of the democratic spirit, which demanded an education for all regardless of whether or not it was appropriate to individual capacities or needs. The results have been an unprecedented advance in the opportunities for education. We have become a profession of experts in buildings, equipments, bond issues, organization, and administration.

Vexatious Degrees

By JOHN W. WITHERS
New York University

WITH the coming of a degree in education, state departments of education and graduate schools are troubled by just what recognition and rating should be given the new degree, especially when holders of this degree are seeking appointment as high school teachers.

The vast majority of present high school teachers who hold baccalaureate degrees have received their preparation in colleges of arts and sciences.

More than 42 per cent. of all graduates of 199 such colleges representing practically every state in the union from the year 1923 to 1927 began teaching the first year after they graduated, thus showing that these institutions although they do not claim to be professional schools are in reality teacher-training agencies for secondary schools. Graduates of teachers colleges are now also entering the field of service, and this promises to be increasingly true in the future. Inquiry shows that in many of these institutions more than 25 per cent. of the students at present are pursuing four-year curricula with the definite intention of becoming high school teachers and with no thought at all of teaching in the elementary grades.

AMONG THE EXHIBITS

Aero Globe Company — Showing indestructible blackboard globes.

Allyn and Bacon — Attractively-furnished double booth, with thirty-six agents present from all parts of the country.

American Education Press — Featuring "The Gist," convention daily.

American Library Association — Publications and service, especially for school libraries.

American Seating Company — Unusual improvements and radical progressive changes in design and construction drew favorable comment.

Atwater Kent Manufacturing Company — Radio equipment; centralized control and multiple speaker.

Automatic Pencil Sharpener Company — Pencil-pointing by electricity, or hand.

L. G. Balfour Company — Very attractive display of school and college class rings, pins, class gifts, typing awards, medals and trophies.

A. S. Barnes and Company — Featuring Extra-Curricular Library, also books on physical education.

Bausch & Lomb Optical Company — represented by a showing of varied apparatus.

Bell and Howell Company — displayed UFA educational films on their Filmo Motion Picture cameras.

The Bobbs-Merrill Company — The Shepherd-Parkman Language Series, organized on the Union Plan.

The Bookhouse for Children — fascinating background of children at play; flowers; modern yellow chairs and benches.

P. P. Caproni and Bro., Inc. — brightly lighted display of classical and decorative sculpture.

F. E. Compton & Company—Illustrating Compton's Pictured Encyclopedia with red books on a gold background; letters in flashing lights, the new idea, "no split letters."

Dennison Manufacturing Company — Beautiful exhibit of flowers, dolls, baskets, pictures and materials for making.

Denoyer-Geppert Company — Maps; globes; appliances for visual instruction; geography, history and biology.

P. Derby Cmpany — Chairs and desks; kindergarten tables and chairs in colors.

Desk or Chair Sales Corporation — Showing type of chair which converts an auditorium into a study hall.

Dictaphone Sales Corporation — Attention attracted by dictaphone used in teaching typewriting.

Ditto Incorporated — Duplicating machines which combine pencil, typing and pen and ink work in one operation.

Eastman Teaching Films, Inc. — Corner booth; theatre showing classroom films for elementary, intermediate, junior and senior high school.

Electrical Research Products, Inc. — Auditorium seating seventy-five, showing first of their educational talking pictures.

The Frontier Press Company — Flowers and lamps lent charm to display of Lincoln Library.

Garrigue Globe Corporation — Featuring light, durable, collapsible globes; blackboard, political and pictorial.

Ginn and Company — Name in large gold letters on background illustrating company offices and types of people served.

The Gregg Publishing Company — Featuring commercial textbooks and teachers' aids.

The Grigsby-Grunow Company — Founders of the American School of the Air; attractive display of Majestic radios.

Hall & McCreary Company — Primary reading material and music book, "Program Choruses," with broadcasts.

Holden Patent Book Cover Company— Contrasting oilcloth covers of 1869 with the 1931 product.

Warren S. Holmes Company — Booth hung with pictures of schools designed by these architects.

Houghton Mifflin Company — Well-placed booth, with books displayed on three sides.

Marshall Hughes Company — Display of cotton plantation made by fifth-grade children after reading "Pictured Knowledge."

International Time Recording Company — Great variety of time clocks for school use.

Kenney Bros. & Wolkins, Inc. — Latest designs in school desks and chairs.

Keystone View Company — Projectors, for daylight use of their educational slides or opaque objects.

Laidlaw Brothers — Indian Village scene constructed by the great painter, Edwin Le Deming, who is illustrating their new "Indian Life" series.

Little, Brown and Company — Reading for the grades, English for junior and senior high school.

Longmans, Green and Company — Histories and readers, just off the press.

The Macmillan Company — Professional and educational books for elementary, junior and senior high schools.

McGraw-Hill Book Company — Large display of guidance texts; also their new publications, "Whittlesey House," for popularizing science.

G. & C. Merriam Company — Attractive showing of dictionaries large and small.

Motivation Charts, Inc. — Demonstrating quick way to make a bar graph.

Multistamp Company, Inc. — Exhibiting their Classroom Duplicators.

National Safety Council, Education, Division — Distributing "Safety Education," and displaying safety posters.

Thomas Nelson and Company — Attractive exhibit of kindergarten and supplementary primary reading.

F. A. Owen Publishing Company — Large booth displaying magazine and other publications.

The A. N. Palmer Company — Nation-wide exhibition of specimens of pupils' handwriting.

Rand, McNally and Company — Corridor booth, displaying maps and globes.

R. C. A. Victor Company and Carl Fischer, Inc. — Large booth, outlined with music-covered tables; equipped with Radiola and Electrola.

Readsboro Chair Company — School chair-desks and folding auditorium chairs.

William H. Sadlier, Inc. — Geographies for all grades.

E. H. Sheldon and Company — Featuring laboratory, home economics, vocational and library furniture.

Silver, Burdett and Company — A most attractive display in modernistic setting of bookshelves.

Spencer Lens Company — New classroom projectors using either glass slides or opaque materials.

Standard Mailing Machines Company — Introducing their standard Rotary Duplicator.

Tiffin Scenic Studios — Miniature stage set, with curtain, footlights, etc.

Underwood Typewriter Company — Display of gaily colored machines, from small portables to largest carriage for business use.

(Continued on page 314.)

The BOOK TABLE

ENRICHING THE CURRICULUM FOR GIFTED CHILDREN. By W. J. Osborn, State University of Ohio, and Ben J. Rohan, superintendent, Appleton, Wisconsin. Cloth. 408 pages. New York: The Macmillan Company.

Appleton, Wisconsin, has a reputation for doing heroic things in education, and Superintendent Ben J. Rohan has intensified its reputation, and has given Professor W. J. Osburn, of the State University of Ohio, an opportunity to try out an important plan for "Enriching the Curriculum for Gifted Children" for five years, under various conditions.

Dr. W. V. O'Shea, of the University of Wisconsin, editor of Macmillan's "Experimental Education Series," has followed the Appleton demonstration until he is satisfied that it will work anywhere, and promote the enrichment of the curriculum nationally. This book is the result.

This demonstration adequately presents principles and methods which are usable anywhere to promote the immediate need of adapting any curriculum to meet the need of one pupil, or a group of pupils, who have ability beyond that of normal children.

We are professionally interested in seeing that this Appleton demonstration be given a chance to benefit children in every section of the country. It is workable in country schools as well as city schools.

ENGLISH ESSENTIALS. A Review Drill Pad. By Teresa M. Ryan and Edwin R. Barrett, both of Kansas State Teachers College of Emporia. New York, Chicago: Harcourt, Brace and Company.

These lessons, although in pads, are for studying English rather than for teaching what is taught otherwise. The method of learning English is quite distinct from ordinary study through lessons in books.

More than a million copies of the Barrett-Ryan English Tests have been printed and distributed in states from Michigan to Colorado. The tests revealed the weak points in the English of high school students and of college freshmen. The lessons and exercises in this Pad attempt to secure definite improvement in students' English habits by concentrating on the comparatively few errors or types of errors which were revealed as the greatest sources of difficulty by the English Tests.

GUIDANCE AT WORK. By Milo H. Smart and DeWitt S. Morgan, both of Arsenal Technical School, Indianapolis. Cloth. 100 pages. (5 by 8 inches.) New York: McGraw-Hill Book Company, Inc.

No movement in secondary education in recent years has assumed such significant proportions as that of guidance. The educational philosophy and theory which lie back of guidance have met with practically universal acceptance. The Arsenal Technical School at Indianapolis has committed itself to the thesis that guidance of youth is its major function, and an endeavor has been made to turn every resource of the school to solving this problem. This book presents the result of the study of the Problems of Student Guidance at the Arsenal Technical School.

THE SCHOOL CLUB PROGRAM, ORGANIZATION, ADMINISTRATION, ACTIVITIES. By Harold D. Meyer, University of North Carolina. Cloth. 178 pages. (4 by 7 inches.) Limp binding. New York: A. S. Barnes and Company, Inc.

One of the high spots in the national contribution to education which the University of North Carolina is rendering is the spirit and devotion of Harold D. Meyer, professor of sociology, who is a notable leader in the creation of literature that is inexpensive, that is easily understood, that never wastes a busy teacher's time, never advises the reader to wander off after something that is worthless to the reader, but enables the author to pay a courteous debt to some other author.

Dr. Meyer always has the reader's need in mind. Fortunately he is the creator of the Extra-Curricular Library, of which many highly valuable, sane, social and scientific small volumes have already been issued by A. S. Barnes and Company, Inc.

EXPLORATORY SCIENCE. A Means of Life Guidance. By Ben J. Rohan, superintendent, Appleton, Wisconsin. Cloth. 259 pages. Appleton, Wisconsin: C. C. Nelson Publishing Company.

Professor C. O. Davis, University of Michigan, one of the eminently forward-looking secondary school leaders, is creating an "Exploratory Science Series of Professional Books for Junior High Schools."

He is eminently wise in having the superintendent of Appleton, Wisconsin, explore the use of modern science in developing manliness and womanliness in junior high school youths.

Ben J. Rohan has a national reputation for skillful leadership of adolescent students. He's a born pioneer in education. He never starts anything until he is prepared to follow the trail to the end.

The besetting sin of many American progressive educators is that they are so infatuated with new things that they are liable to end in Saint Vitus's dance professionally, instead of getting anywhere in education.

Superintendent Rohan has demonstrated vocational vision in everything he has exploited in Appleton, and this book, "Exploratory Science," is "safety first" as a means of "Life Guidance" of youth.

Books Received

"Conditions and Consequences of Human Variability." By Raymond Dodge. New Haven, Conn.: Yale University Press.

"The Stars Through Magic Casements." By Julia Williamson. New York: D. Appleton and Company.

"Exploratory Science." By Rohan. Appleton, Wisconsin: C. C. Nelson Publishing Company.

"Grammar and Usage." By Blount and Northrup. — "Problem Studies in Economic Geography." By Chase. New York: Prentice-Hall, Inc.

"A Syllabus for Historical Introduction for the Study of Education." By Reisner. New York: Teachers College, Columbia University.

"Adventures in Music." By Giddings, Earhart, Baldwin, Baker, Newton.—"The Growth of the American People and the Nation." By Kelty. Boston: Ginn and Company.

"General Logic." By Eaton. — "Argumentation and Debate." By Carl G. Miller.—"Development of Character Traits in Young Children." By McLester. New York: Charles Scribner's Sons.

"The Negro in Modern Industrial Society." By Dutcher.—"The Church, the State, and Education, in Virginia." By Sadie Bell. Philadelphia: The Science Press.

"Little Eagle." By Deming. Chicago: Laidlaw Brothers.

"Bonars." By Dr. Seuss. New York: Viking Press.

"Whistle of Day." By Denderson. Atlanta, Ga.: The Bozart Press.

"Guidance at Work." By Stuart and Morgan. New York.: McGraw-Hill Book Company.

"A Gateway to Music." By W. W. Blancke and Speck.—"Goody Two Shoes." By Oliver Goldsmith.—"Crib and Fly." By Charles F. Dole.—"Stories of Plant Life." By Florence Bass. Boston, Massachusetts: D. C. Heath and Company.

"School Club Program." By Harold D. Meyers.—"Class Organization." By Margaret Anne MacDonald.—"Extra Curricular Activities for High School Girls." By Olivia Pound, M. A.—"Physical Capacity Tests." By Frederick R. Rogers. New York City: A. S. Barnes and Company.

"The Teacher and Secondary-School Administration." By W. W. Carpenter and J. Ruffi.—"La Novela de un Novelista." By Palacia Valdes. —"My Work and Fun Book," Book Four. By Pennell and Cusack.—"Exercises and Tests in Arithmetic," Grade Three. By D. E. Smith, W. D. Reeve, and E. L. Morss.—"Economic Geography for Secondary Schools." By C. C. Colby and A. Foster.—"A History of American Government and Culture." By Harold Rugg. Boston, Massachusetts: Ginn and Company.

EDUCATION IN ACTION

Quirk in Laws Gives Rural Schools Luxury

New Hampshire Towns Are Forced By Educational Statutes to Raise Large Funds, Spend Lavishly for Their Few Pupils

By a curious quirk in the working of New Hampshire's educational statutes, rural children, in many instances, are getting the latest luxuries in public instruction, state officials pointed out recently.

The cross?roads school of 1931 has its radio, its phonograph, its motion picture machine, and its year-around motor transportation system, a statistical census now in process of completion shows.

The curious quirk in the educational situation in the Granite State that makes this possible is a law which provides that every town and village must collect for school expenses at least $3.50 for each $1,000 of tax-assessed property within its area. If a community, blessed with more real estate than children, doesn't use its obligatory cash quota on the upkeep of its own schools, it must turn the surplus over to the department of education's state headquarters.

Most rural districts are reluctant to relinquish cash on hand when there's the alternative of spending it locally. In consequence, the three R's are absorbed by pupils in many small settlements amid surroundings not to be equaled in many of the wealthier big towns.

By way of a concrete example, state educational heads cite a "backwoods" school in the shadow of Crawford Notch.

So isolated and sparsely-inhabited is the district that the children of school age ordinarily number only from two to five. Big lumber firms, operating in the vicinity, however, have taxable holdings which net the town's educational fund a golden revenue.

And that's a "break" for the youngsters.

Nothing is too good for them, so long as it makes for their mental betterment and keeps money at home that might otherwise go to Concord and the state at large.

The local schoolhouse, recently rebuilt, is small in size, but is of ultra-modern design and quality. It has an electric lighting plant and a heating system that couldn't be bettered. The schoolroom radio, purchased with expense no object, brings the news of the world and musical and current stage and lecture program features of the nation to the ears of the class at the teacher's will.

The teacher herself is one whose services were sought elsewhere, but whose price was too high for urban school committees to meet.

This school in the woods has a motion picture machine of commercial type, capable of putting on as good a show as most small town theatres. School funds procure educational films of current interest.

Urge Education For Unemployed

In Grand Rapids for several years it has been the policy of the principal of the Davis Vocational and Technical High School, the placement director and leaders in industry to urge the unemployed to enroll in day and evening vocational classes with a view to becoming better prepared for positions in the future. During the present industrial depression more of an effort has been made to induce unemployed adults to enroll in the schools. As a result a large number of adult pupils are definitely trying to fit themselves for chosen occupations. Even the heads of the employment agencies urge their applicants to go to school with the understanding that they will send to the schools for them as they receive inquiries for workmen.

Supervision Of Rural Schools

State-wide rural school supervision, or supervision practically state-wide, is found at the present time in six states: Wisconsin, Delaware, Maryland, California, New Jersey and Connecticut, although some provision for local supervision of rural schools has been made in thirty states. No local county supervisors are employed in twelve states: Arizona, Colorado, Idaho, Iowa, Kansas, Missouri, Montana, Nebraska, Nevada, New Mexico, Washington or Wyoming.

Poetry a Favorite In Extension Courses

Dr. Dorothy Scarborough, professor of English at Columbia University, has compiled a report on the activities of the Writers' Club, a literary organization developed under the auspices of the extension department of Columbia. An unprecedented number of more than 500 members, students and faculty, are enrolled this year, Professor Scarborough reports. The greatest increase has been in the devotees of poetry and students of verse. Directed by the poet, Joseph Auslander, the Writers' Club now numbers many poets among its participants. Mr. and Mrs. James J. Tunney are among the members. Despite the gain in poetry, Dr. Scarborough declares that short story writing remains the most popular of literary forms.

Students Wear Cotton To Help Farmers

Women students on the University of Texas campus are wearing cotton dresses these days to show their devotion to the leading product of this state. The action was started by the Mortar Board, university honor society for girls. The resolutions adopted have been sent to all universities and colleges of the South, with a plea for similar action by their co-eds. They set forth that "cotton materials for dresses are of reasonable price, good style and attractive."

Forestry Studied At Arkansas University

A state-wide Extension School of Forestry was held in Pine Bluff, Ark., in December, marking the first time that College of Agriculture, University of Arkansas, has attempted a school of this nature, says the American Forestry Association. Two hundred and fifty representatives of various groups in the state interested in the future welfare of Arkansas timberlands gathered together to hear foresters, lumbermen, bankers, business men and farmers discuss various phases of forestry.

Teachers' Ethics Found to Vary Widely

Should a teacher accept pay for tutoring her own pupils? Should she accept gifts from pupils? Should she receive commissions or royalties from books or supplies in the purchase of which she exercises official decision? Replies to such ethical questions propounded by a National Education Association committee to selected classroom teachers, principals, school superintendents and college presidents in every state revealed a diversity of attitude ranging from ninety-three per cent. disapproval of taking royalties

from books self-purchased for a school, down to a twenty-nine per cent condemnation of accepting gifts from pupils. Thorough discussion of principles of professional ethics is needed, concludes a recent research bulletin of the association, as well as systematic instruction in the subject in all schools for teachers. That thirty-three state teachers' organizations have already adopted ethical codes is looked upon as hopeful. "Because of their peculiar opportunities for guiding and influencing the prospective members of all vocations, teachers have an added obligation to lead in the nation-wide movement toward higher social levels," the bulletin points out.

Poetry Speaking Contest Planned

The first national poetry-speaking contest in the country will be conducted at Northwestern University April 2-3. Dramatic verse, ballads and sonnets will be given by the contestants, and the Sidney Lanier medal for excellence in poetry-speaking will be presented to the winner. The contest is open to all persons over eighteen years old.

Minister Favors Pre-Husband Training

A training course for prospective husbands as a part of the public schools curriculum has been advocated by the Rev. Frederick N. McMillin, pastor of a Presbyterian Church in Cincinnati, as a possible remedy for the divorce evil. He said the course might prevent many separations and divorces, adding that the number of divorces in recent years was appalling.

Better Instruction In Rural Schools

Improving instruction in rural schools through promoting the efficiency and professional growth of teachers is the most important function of supervision in connection with the rural school movement. In the accomplishment of this purpose supervisors use different means and procedures. Among those found particularly successful in rural communities are: County-wide teachers' meetings, circular letters, group conferences, visitations, individual conferences, and help rendered by teachers to colleagues.

Travels 84 Miles Daily to School

One girl who lives far back in Mint Canyon in California, transfers from bus to bus for a total of eighty-four miles a day to attend Lancaster High School, Mrs. A. B. Perkins told the county school board in Los Angeles recently. She was one of several petitioners for a high school at Newhall. "Another boy and girl in Sand Canyon make a sixty-mile round trip daily," she said. "Several go thirty to fifty miles, starting at 6 a. m., and getting back home at 6 p. m."

Chief Pitfalls In Spelling

Spelling would be far easier to learn and to teach if it were not for the hazards offered by the temperamental vowels, "a," "e," "i," and "u." Of them all "o" alone presents relatively few problems to the young speller, according to an analysis of common errors of public school children, made by Dr. James E. Mendenhall, of Teachers College, Columbia University. The principal source of spelling difficulty, he believes, "rests with a few particular letters, singly or in combination, rather than with any general features of words, such as length, number of vowels, ease of pronunciation, and number of syllables." The royal road to orthography, in his opinion, would therefore lie, not so much, apparently, through the old phonetic methods, as through "the grouping of words according to common visual elements and common errors."

THE ARLO BOOKS

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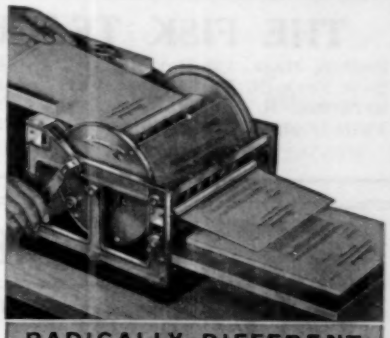

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(Continued from page 310.)

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